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REVIEW UNIT FOR PHRASE STRUCTURE RULES--LANGUAGE CURRICULUM II, STUDENT VERSION.

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A GUIDE WAS PREPARED FOR STUDENT USE IN A REVIEW UNIT FOR AN EIGHTH-GRADE LANGUAGE CURRICULUM. THE GUIDE WAS CONCERNED WITH A REVIEW OF 18 PHRASE STRUCTURE RULES WHICH WERE TO BE DEVELOPED IN THE SEVENTH-GRADE LANGUAGE CURRICULUM (ED 010 145 AND ED 010 147). AN ACCOMPANYING GUIDE WAS PREPARED FOR TEACHER USE (ED 010 152). (WN)

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REVIEW UNIT FOR PHRASE STRUCTURE RULES

Language Curriculum II

Student Version

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REVIEW OF PHRASE STRUCTURE RULES 1-18

In your language class last year you studied about grammaticality, kernel sentences, and some of the phrase structure rules which describe how the English sentence is put together. Before we develop additional phrase structure rules or begin a study of sentence transformations, you should have an opportunity to see how much you remember about kernel sentences and how to diagram them. To do this make a branching diagram for the sentence "The girl must have dropped the eggs accidentally." As you make the diagram you should reconstruct the rules which apply. The following questions will guide you in this process. Answer each group of questions, write the rule which is called for and add the step to your diagram. Remember that the phrase structure rules give symbols to the parts of the sentence and then show how the symbols can be rewritten as other symbols.

<u>The girl must have dropped the eggs accidentally</u>.

1. What two essential parts are found in every kernel sentence? What are these parts in the sentence above? Write Rule 1 and start your diagram, showing how the two parts should appear.

2. What two parts does every VP have? Which one of these is always first? Why? What general symbols do we assign to these two parts? Write Rule (2) and add these parts to your diagram.

3. What kinds of auxiliaries are there? Which kind is present in every sentence? Does the sentence above contain both kinds of auxiliaries? Why do you include Aux_2? Write Rule (3) and add to your diagram.

4. Can Aux_1 be broken down into more than one part? Which part appears in every sentence? Does this sentence have a Modal? Does a Modal have to appear in every sentence? How can you show that it is optional? Write Rule 4 and add to your diagram.

5. What is the tense of the verb in our sentence? What other kind of tense is there? What does a brace in a rule mean? How can you write Rule 5 to show that tense will be either one or the other? When you have written the rule apply it to your diagram.

6. What two parts does Aux_2 have? How is Aux_2 rewritten in Rule (6)? What symbol encloses each part? Why? Does Rule (6) apply to our sentence? Why? Can you think of sentences with <u>Be</u> as an auxiliary and with both <u>have</u> and <u>Be</u> as auxiliaries? After you have written the rule, apply it to your diagram.

7. What part of the sentence do we analyze next? How do you know that <u>dropped</u> is not a <u>Be</u> verb? If it isn't <u>Be</u> what choice is left? If it is <u>Be</u> what must it be followed by? Write Rule (7) and add it to your diagram.

8. Is dropped a linking verb or another kind of verb? What test can you use to find Vlnk? What must Vlnk be followed by? If a verb isn't Vlnk what other choice is there? Write Rule (8) to show this and show which part is true of the sentence above by adding it to your diagram.

9. Is dropped a mid verb? How can you tell? What questions does accidentally answer? What symbol do we use for elements that answer this question? Where should it appear in the rule? Write Rule (9), showing that if a verb isn't a mid verb it must be one of the large class of verbs left. What should you add to your diagram at this point?

10. How can you determine if dropped is transitive or intransitive? What must follow a transitive verb? How can this be symbolized? Is dropped followed by an NP^2? Can you think of a sentence in which there is an intransitive verb? How should Rule (10) be written? What must you do to your diagram when you apply Rule (10)?

11. What symbol in the VP part of the sentence can we expand further? Look at Rules 7 and 8. Is the element which we symbolized as Pr always the same kind of element? What may it be? Can you write Rule (11) to show that there is this choice? Does Rule (11) apply to our sentence?

12. When you wrote Rule (9) what did you add to show that some sentences have words like accidentally? Can you write a rule to show how words like accidentally are formed? This will be Rule (12). Are all manner adverbs formed this way? Can you think of some that aren't? Does Rule (12) apply to the sentence which we are diagramming? Add this information to your diagram.

These rules apply to the Verb Phrase part of the sentence. What rules can you remember which describe the Noun Phrase part?

13. What do we call "the" in the sentence above? Are there other kinds of determiners? What do we call "girl"? What is there about "girl" that is different from "girls"? What three things, then, does every NP have? Write Rule 13 showing this information. Add it to your diagram.

14. What is the difference between "girl" and "magic"? How can we write Rule (14) to show that nouns can be one of these two kinds? Indicate which kind "girl" is on your diagram.

15. What is the difference between "girl" and "desk"? Which one will you substitute "it" for? Are there other tests you can apply? Write Rule (14) to show that count nouns will be one or the other? Add to your diagram.

16. What is the difference between "girl" and "monkey"? How can you classify these two types? Think of examples of other nouns in each class. How can you write Rule (16) to show this choice? Add the proper symbol to your diagram.

This concludes the break down of noun classes which are in the 18 Phrase Structure rules. We will not break down the class of determiners at this time. What final symbol remains to be expanded? Look at Rule (13) again.

17. In order to write Rule (17), try to remember what context means. Are there any nouns which can never be plural? What ones are they? Rule (17) indicates the fact that with this certain class of nouns, there is no choice. Number will always be singular when it occurs with this kind of noun. How should Rule (17) be written to show this? What kind of a rule is it? Does it apply to our sentence?

18. What choice is there for number in other situations? Write Rule (18) to show this. Does Rule (18) apply to our sentence? How many times must you apply it.

Now bring down all the final symbols into a string. Translate the string of symbols into a sentence string. Will all the symbols translate into words? Which ones won't? What should they be called? The final step is to combine the symbols and the words they operate on into the final sentence. If you have diagrammed correctly and performed the proper operations you should end up with "The girl must have dropped the eggs accidentally."

Exercise 1:
Diagram the following sentences. Be prepared to justify each choice that you make.

1. They have been attending the theater.
2. The sky appeared misty.
3. Louise has been outside.
4. Mother has a headache.
5. The earth had been shaking violently.

Were you able to answer all the questions and diagram all the sentences without difficulty? Perhaps you found that you had not studied all of the rules that the questions covered. Or perhaps you have forgotten some of the details about the grammar that you did study last year. Your problems in doing Exercise 1 should help you and your teacher decide which and how many of the review exercises you will need to do.

Review Exercise 2 for reviewing Rule (1)
Do t[illegible] sentences in Exercise 6 (A, B, C) on pages 10-11 in Grammaticality and Phrase Structure Rules 1-12.

Review Exercise 3:
These are exercises that will help you review Phrase Structure Rules 2 through 6. You will find them in the revised copy of Grammaticality and Phrase Structure Rules 1-12.

Exercise 2, page 13
Exercise 4, (A and B), page 15

Exercise 5 (A and B), page 15
Exercise 7 (B and C), page17
Exercise 8 (B and C), page 19
Exercise 10 (A, B, C), pages 20-21
Exercise 12 (A and B), pages 24-25
Exercise 13 (A, B, C), pages 25-27
Exercise 14 (A and B), page 32
Exercise 15 (A and B), pages 32-33
Exercise 16 (A, B, C), page 33

Review Exercise 4:
To help you review Rule (7) do these exercises in the revised copy of Grammaticality and Phrase Structure Rules 1-12.

Exercise 1 (A, sentences 7, 8, 9, 10), page 35
Exercise 2, page 36
Exercise 3, pages 36-37
Exercise 8 (B and C), page 44

Review Exercise 5:
Exercise 5 (A and B), page 53 in Grammaticality and Phrase Structure Rules 1-12 will help you review Rule 8.

Review Exercise 6:
You will find these exercises an aid in reviewing the mid verb.

Exercise 1 (B), page 56
Exercise 3 (B),pages 58-59
Exercise 4 (A), page 59

Review Exercise 7:
Did you study about transitive and intransitive verbs last year? If so you can use these exercises for review.

Exercise 4 (A), page 64
Exercise for Review, pages 65-66

Review Exercise 8:
The following exercises will be useful in reviewing kinds of predicates.

Exercise 2 (A and B), pages 68-69
Exercise 3, pages 70-71

Review Exercise 9:
If you wish to refresh your memory of manner adverbs, the following exercises will be helpful.

Exercise 2 (A and B) page 73
Exercise 3, page 74-75

Review Exercise 10:
For a review of Phrase Structure Rules 1-12, try the following.

Exercise 4 (A and B), page 71
Exercise 4, page 75

Exercise 11: Review for Rules 1-12
Here are ten sentences. You will find symbol strings for the sentences written below the sentences. Copy Sentence 1. Then select the symbol string that has produced Sentence 1 and copy that string above Sentence 1. Then match the other strings with the remaining nine sentences in the same way.

Sentences
1. The poodle bit the mailman.
2. The poodle has bitten the mailman.
3. The poodle might have bitten the mailman playfully.
4. The poodle could have been biting the mailman.
5. The trip cost a fortune.
6. The trip was costing a fortune.
7. The trip must have been costing a fortune.
8. Some students appeared upset.
9. Some students appeared outside.
10. The students became leaders.

Strings
1. NP^1 + past + Vlnk + Loc
2. NP^1 + past + be + ing + Vmid + NP^2
3. NP^1 + pres + M + have + en + be + ing + Vmid + NP^2
4. NP^1 + past + M + have + en + Vtr + NP^2 + Adj + ly
5. NP^1 + past + Vlnk + NP
6. NP^1 + pres + have + en + Vtr + NP^2
7. NP^1 + past + Vmid + NP^2
8. NP^1 + past + M + have + en + be + ing + Vtr + NP^2

Exercise 12: Review for Rules (7) - (12)
Complete the following sentences. Then classify each verb. Give reasons for each classification.

1. The food tastes_____.
2. The food costs_____.
3. The food contains_____.
4. The girl became_____.
5. The girl won_____.
6. The girl has_____.
7. Clarence has been_____.
8. Clarence went_____.
9. Clarence outwitted_____.
10. Clarence resembles_____.

Exercise 13: Review for Rules (7) - (12)
Complete the following sentences with the kind of word described in the parentheses. Then classify each verb.

1.	The wind grew_____.	(Pr) adjective
2.	The farmer grows_____.	(NP^2)
3.	The potatoes grow_____.	(Man)
4.	Rover smelled_____.	(NP^2)
5.	The fish smelled_____.	(Pr) adjective
6.	The dog smelled_____.	(Man)
7.	Hallie turned_____.	(NP^2)
8.	The car turned_____.	(Man)
9.	The car turned_____.	(Pr) location
10.	The couple danced_____.	(Man)
11.	The couple danced_____.	(NP^2)
12.	The rain fell_____.	(Pr) location
13.	Loggers fell_____.	(NP^2)
14.	The women whispered_____.	(Man)
15.	The women whispered_____.	(NP^2)
16.	He looked_____.	(Pr) adjective
17.	He looked_____.	(Man)
18.	Ted shook_____.	(NP^2)
19.	Ted shook_____.	(Man)
20.	Ted shook the rug_____.	(Pr) location

All of the following review exercises will be found in Phrase Structure Rules 13-18.

Review Exercise 14:
If you need review of the Noun Phrase you should try the following exercises.

Exercise 2, page 2
Exercise 3, page 2
Exercise 4, pages 2-3
Exercise 6, page 4
Exercise 7, page 5
Exercise 8, page 8

Review Exercise 15:
The following exercise will refresh your memory of mass and count nouns.

Exercise 2, page 12.

Review Exercise 16:
If you need a review of animate and inanimate nouns, the following exercise will be useful.

Exercise 3, page 14

Review Exercise 17.
The following exercises will help you review human and nonhuman nouns.

Exercise 4, page 16

Review Exercise 18
For a general review of rules 14, 15, and 16, the following exercise will be helpful.

Exercise 5 (A and B), pages 17-18

Review Exercise 19:
You may review Rule 18 -- number of nouns -- with this exercise.

Exercise 3 (A, B and C), pages 22-23

Review Exercise 20:
Perhaps you would like a general review of all the Phrase Structure Rules, now that you have worked on individual rules. The following exercises will give you this general review.

Exercise 9 (A, B, and C), pages 8-9. (This exercise is erroneously numbered 7 in Phrase Structure Rules 13-18. Please change it.)
Exercise 2, page 20
Exercise 3, page 26

Exercise 21 (Review for all the Phrase Structure Rules)
Make branching diagrams for the following sentences. Number each rule as it is applied to the diagram.

1. Rain fell quietly.
2. Noah was building an arc.
3. The city would become prosperous.
4. The dance will be a reunion.
5. The child has a turtle.
6. An explosion had cracked the windows.
7. Some money has disappeared mysteriously.
8. The director will announce the winners.
9. Some grackles have been eating the flowers greedily.
10. George should have been singing merrily.